

# Recommendations by the Accreditation Team and Report of Findings of the Accreditation Visit for Professional Preparation Programs at Westmont College

**Professional Services Division  
May 2018**

## Overview of this Report

This agenda report includes the findings of the accreditation visit conducted at Westmont College. The report of the team presents the findings based upon a thorough review of all available and relevant institutional and program documentation as well as all supporting evidence including interviews with representative constituencies. On the basis of the report, a recommendation of **Accreditation** is made for the institution.

## Common Standards and Program Standard Decisions For All Commission Approved Programs Offered by the Institution

	Met	Met with Concerns	Not Met
1) Institutional Infrastructure to Support Educator Preparation	X		
2) Candidate Recruitment and Support	X		
3) Course of Study, Fieldwork and Clinical Practice	X		
4) Continuous Improvement	X		
5) Program Impact	X		

## Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Preliminary Multiple Subject Credential	6	6		
Preliminary Single Subject Credential	6	6		

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Documentation and Evidence
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**California Commission on Teacher Credentialing  
Committee on Accreditation  
Accreditation Team Report**

**Institution:** Westmont College

**Dates of Visit:** March 18-20, 2018

**2017-18 Accreditation**

**Team Recommendation:** Accreditation

Previous History of Accreditation Status	
Date 5/14/2009 <a href="#">Westmont Accreditation Report 2009</a>	Accreditation Status <a href="#">Accreditation</a>

**Rationale:**

The unanimous recommendation of **Accreditation** was based on a thorough review of all institutional and programmatic information and materials available prior to and during the accreditation site visit including interviews with administrators, faculty, candidates, graduates, and local school personnel. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit’s operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Program Standards

All program standards were **met** for the Preliminary Multiple/Single Subject programs.

Common Standards

All Common Standards were **met**.

Overall Recommendation

Because all program standards and all Common Standards were met, the site review team recommends **Accreditation**.

On the basis of this recommendation, the institution is authorized to offer the following credential programs and to recommend candidates for the appropriate and related credentials upon satisfactorily completing all requirements:

Preliminary Multiple Subject/Single Subject Credential

Staff recommends that:

- The institutions response to the preconditions be accepted.
- Westmont College be permitted to propose new educator preparation programs for approval by the Committee on Accreditation.
- Westmont College continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

### **Accreditation Team**

**Team Lead:**

**Jill Hamilton-Bunch**

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**Common Standards:**

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University of the Pacific

**Programs Cluster:**

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San Diego State University

**Staff to the Visit:**

**Katie Croy**

Commission on Teacher Credentialing

### Documents Reviewed

College Catalog	TPA Data
Common Standards Report	Field Experience Notebooks
Course Syllabi	Schedule of Courses
Program Files	Advisement Documents
Credential Files	Common Standards Addendum
Fieldwork Handbooks	Faculty Vitae
Field and Clinical Practice Evaluations	College Budget Plan
Advisory Council Agendas	TPE Matrix
Advisory Council Sign-In Sheets	Accreditation Website
Program Assessment Feedback	Education Program Monitoring Document
Candidate e-Portfolios	CTC Survey Data

### Interviews Conducted

Stakeholders	TOTAL
Candidates	24
Completers	29
Employers	11
Institutional Administration	6
Program Coordinators	4
Full-time Education Faculty	3
Additional Faculty	6
TPA Coordinator	1
Field Supervisors – Program	3
Field Supervisors – District	18
Credential Analysts and Staff	3
Advisory Board Members	17
<b>TOTAL</b>	<b>125</b>

*Note: In some cases, individuals were interviewed by more than one cluster because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.*

### **Background Information**

Westmont College, established in 1937, is a faith-based institution located on 11 acres in Santa Barbara. The college serves 1,303 students, who represent 44 states and 16 countries. Westmont offers Bachelor of Arts and Bachelor of Science degrees in 26 liberal arts majors, 11 pre-professional programs, plus elementary and secondary teaching credential programs.

The Education Department bears the responsibility for mentoring prospective teachers and guiding them in the transition from candidate to teacher. The Education Department works closely with other academic departments on campus responsible for the subject matter preparation of teachers. They seek to integrate that subject matter into the lives of candidates and to develop skills in sharing subject matter with adolescents and children. The department takes great pride in the reputation they have developed in the community and the region for sending out well-prepared, highly professional teachers.

### **Education Unit**

Westmont College offers the Preliminary Multiple and Single Subject credential programs which are housed within its Education Department. The current teacher education enrollment includes a total of 20 preliminary multiple and single subject candidates. Westmont awarded 12 Credentials last year. The programs are personal and classes are small allowing for frequent advising and interaction with peers and professors along with carefully selected field placements and close supervision of candidates from the three full-time faculty. Special attention is given to mentoring candidates and guiding them in the transition from student to a well prepared professional teacher.

**Table 1**  
**Program Review Status**

<b>Program Name</b>	<b>Number of Program Completers (2016-17)</b>	<b>Number of Candidates Enrolled (2017-18)</b>
Preliminary Multiple Subject	8	13
Preliminary Single Subject	4	7

### **The Visit**

The visit proceeded in accordance with all normal accreditation protocols with the exception of several unusual circumstances outside of the institution's control. The institution is located in Montecito and was directly affected by the Thomas fire and the Montecito mudslides. As a result:

- In the months leading up to the accreditation visit, faculty, staff, majors, student teachers were evacuated from campus twice and many from their homes/apartments in one or both natural disasters.
- During the Thomas Fire evacuation, final exams in December were administered online or by email per each faculty member's discretion.
- Spring semester started on January 8, 2018. The following day, students were evacuated and Westmont's campus was closed due to lack of water. The return date changed multiple times.
- During the first two weeks of full-time student teaching, many student teachers faced challenges: an inability to get to their placement sites due to the 101 Freeway closure, needing to be bussed with a police escort to get to their schools, working with a substitute teacher because their Cooperating Teacher could not get to the school site, and needing to change living situations due to lack of water.
- Santa Barbara is a small community and most staff, students, and faculty are directly or indirectly connected to friends and family who were impacted or passed away as a result of these disasters. Many people are experiencing secondary trauma.
- Due to a lack of water in Montecito, Westmont needed to have potable water, portable showers, and a cooking facility brought onto campus so that the semester could start again on January 17, 2018. Westmont water has since been cleared for drinking and cooking.

On the final day of the site visit, the campus was again scheduled for evacuation due to impending weather and safety concerns regarding mudslides. Because of this, the site team had to leave earlier than planned but was able to complete all interviews and reporting within an accelerated time frame.

## **Program Reports**

### **Preliminary Multiple/Single Subject Credential Program**

#### **Program Design**

Westmont College is a private liberal arts college that demonstrates a strong commitment to developing the whole person. The Westmont education program takes a constructivist approach by emphasizing the personal, moral, and practical dimensions of the teaching experience. Consistent with its ethos and mission, the Education Department is dedicated to a relational model of teacher education. The chair of the program along with two additional faculty are employed as full-time Education Department members. The proactive care and commitment by administrators, faculty, and staff is evidenced throughout the program. Interviews with candidates, faculty, and supervisors indicate a clear vision and mission, which is woven into coursework. Interviews with candidates, principals, and district-employed supervisors confirm the rigor of the program, highlighting extensive communication and collaboration within the credential program and with partner schools.

Undergirding the program is a commitment to four dispositions: Life-long learner, reflective practitioner, compassionate professional, and grateful servant. The dispositions are introduced early in the program and are continuously practiced through assignments, lessons, reflections, and self-assessment. Candidates sign a commitment agreement which states they will seek to demonstrate the dispositions throughout the program.

A core belief established by the program is that preparation for teaching must be aligned with the real world. Candidates state that they are taught to value and respond positively to diversity and exceptionality and to cultivate collaborative relationships in their P-12 classrooms and the community. Interviews with cooperating teachers indicate that program administration is proactive in their commitment to the candidates and their outreach to the community.

Candidates report that the communication with the credential program faculty and staff is responsive and consistent. Liberal Studies majors completing prerequisite courses receive regular emails from the program coordinators. Single subject candidates, or those that express an interest in teaching as a profession, are invited to meetings to bring potential candidates into the communication loop for advising. Candidates reflect that they would often drop by the department for counsel and advice and that faculty are available to assist informally and formally during scheduled appointments.

All full-time faculty regularly participate in assigning placements for candidates in local public schools and confer with principals and relevant district personnel on a regular basis. Principals and cooperating teachers appreciate the weekly communication email from the program leadership with tips on supporting and guiding beginning student teachers. The email communication includes short videos and/or articles. This example is one of many that demonstrates the collaborative relationship between the stakeholders and the program.

The Education Department is responsive to feedback from the community and has introduced restorative justice practices as related to social emotional learning for both multiple and single subject candidates. Furthermore, the program has recognized the need for additional subject matter expertise for specific single subject pedagogy courses. Given the program's small size, the program has designed a course that utilizes local expertise and subject matter expert mentoring for all single subject candidates.

The Education Department has developed an advisory board consisting of stakeholders from the community. As stated in their program document and as supported in interviews, the work of the department is informed and shaped by a robust Teacher/Principal Advisory Board. In addition to its members being canvassed individually or in small groups, the Advisory Board meets formally each fall. The Advisory Board includes Westmont College Education Department faculty and administrators, representatives from each partner district, including ethnically diverse teachers, principals, superintendents, personnel officers, and program alumni.

### **Course of Study (Curriculum and Field Experience)**

The program includes a common course of study for the preliminary multiple and single subject candidates beginning in the undergraduate program. The course sequence is designed to introduce the candidate to the field of education with coursework that is developmentally appropriate for the beginning candidate and continues in a logically sequenced program of study resulting in appropriate and comprehensive preparation for the credential.

The program includes early fieldwork. During their sophomore or junior year, candidates complete 40 hours of fieldwork during their first credential course. By the end of their program, candidates complete more than 600 hours of fieldwork, including clinical practice. Course assignments are based on the real-world classroom with case studies that reflect current pedagogical practice for English language learners and special populations.

During the course of the program, candidates complete six (6) unique fieldwork placements in a variety of diverse settings. Candidates begin their fieldwork hours with observation and small-group work. Candidates complete a fieldwork placement with a culturally diverse population. Building a responsive teaching practice is also demonstrated in the fieldwork during the course on special populations. The student teaching placement is a full semester experience in the spring. The student teaching process is a developmentally appropriate placement that builds on the skills and knowledge of the candidate as they develop mastery.

Review of the handbook, syllabi, candidate portfolios, interviews with district employed supervisors, program coordinators and candidates verify that Westmont College has a well-defined comprehensive structure of coursework and field experience in diverse partner schools. Principals, district employed supervisors, and superintendents spoke positively about candidates and stated that they requested and accepted Westmont candidates over others due to their in-depth preparation, their commitment to the community and P-12 students, and their willingness to be deeply involved in the public schools and the lives of their students.

The Education Department places candidates and pre-professionals in four ethnically diverse, local districts. The Education Department also works closely with the Santa Barbara County Office of Education and a variety of partners in the community.

Candidates are observed weekly by either of two (2) college supervisors, one of whom is a full-time faculty member and the other a college supervisor. Candidates and district employed supervisors stated in interviews that this was a strength of the program, providing multiple perspectives and feedback. A supervision form is completed weekly and the information discussed with the candidate. There is also a mid-point report that includes the candidate, the district employed supervisor, and the college supervisors who provide feedback regarding the candidate's progress. Any strengths, issues, or concerns that are identified are discussed as a team.

Advising for each candidate is conducted by full-time faculty. Online processes are also available to guide the candidates through the program requirements. Web Advisor is used by faculty advisors to track candidate's progress and ensure timely and accurate completion of the program. The Education Department reaches out to the undergraduate academic departments to co-advise all single subject candidates who are completing pre-requisite coursework prior to being officially admitted to the program. Interviews with faculty and candidates indicate that the Education Department works with faculty in other departments to facilitate shared understand of the program and the requirements.

### **Assessment**

Candidates are systematically assessed throughout the program regarding learning theories, pedagogical practices, and, finally, blending these aspects through relevant instruction in the field. The candidates experience the TPEs as they advance through the program and demonstrate their competence through embedded signature assessments. An e-portfolio serves as the capstone for candidate learning and demonstrates candidate mastery of the TPEs.

Interviews with candidates, program coordinators, and faculty confirmed that candidates are advised by designated faculty throughout the program and, at the advent of the program, receive a handbook that outlines all requirements, coursework and assessments. Candidates submit the CalTPAs upon the completion of specific courses and field experiences. Assignments occur in particular courses regarding the components of the CalTPA. The department has created an integrative and holistic practice to monitor each candidate's progress and ability to move forward at critical milestones. Candidates, faculty and program coordinators reported that TPE-based self-assessments are completed to track growth throughout the program.

Review of Commission survey results indicate a high level of candidate satisfaction with their preparation for the field. The department also examines this data regularly to inform program improvement.

### **Findings on Standards**

After review of the institutional report, supporting documentation, the completion of interviews with candidates, graduates, faculty, employers, and supervising practitioners, the team determined that all program standards are **met** for Westmont College.

**COMMON STANDARDS FINDINGS**

<b>Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
Each Commission-approved institution has the infrastructure in place to operate effective educator preparation programs. Within this overall infrastructure:			
<ul style="list-style-type: none"> <li>The institution and education unit create and articulate a research-based vision of teaching and learning that fosters coherence among, and is clearly represented in all educator preparation programs. This vision is consistent with preparing educators for California public schools and the effective implementation of California’s adopted standards and curricular frameworks</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>The institution actively involves faculty, instructional personnel, and relevant stakeholders in the organization, coordination, and decision making for all educator preparation programs.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>The education unit ensures that faculty and instructional personnel regularly and systematically collaborate with colleagues in P-12 settings, college and university units and members of the broader educational community to improve educator preparation.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>The institution provides the unit with sufficient resources for the effective operation of each educator preparation program, including, but not limited to, coordination, admission, advisement, curriculum, professional development/instruction, field based supervision and clinical experiences.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>The Unit Leadership has the authority and institutional support required to address the needs of all educator preparation programs and considers the interests of each program within the institution.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>Recruitment and faculty development efforts support hiring and retention of faculty who represent and support diversity and excellence.</li> </ul>	<b>X</b>		
<ul style="list-style-type: none"> <li>The institution employs, assigns and retains only qualified persons to teach courses, provide professional development, and supervise field-based and clinical experiences. Qualifications of faculty and other instructional personnel must include, but are not limited to: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability</li> </ul>	<b>X</b>		

systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; and d) demonstration of effective professional practices in teaching and learning, scholarship, and service.			
<ul style="list-style-type: none"> <li>The education unit monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.</li> </ul>	X		
<b>Finding on Common Standard 1: Institutional Infrastructure to Support Educator Preparation</b>	<b>Met</b>	<b>Met With Concerns</b>	<b>Not Met</b>
	X		

**Additional information applicable to the standard decision**

The Education Department faculty identifies key researchers and practitioners who provide foundational knowledge for the preliminary multiple/single subject programs. Also, the program’s dispositions for its candidates shape their program’s guiding principles for a supportive, purposeful, and collegial community. The program has an effective advisory board with representatives from local school districts, district office staff, vice principals, principals, college faculty in education and liberal arts departments, and district teachers. The department chair reviews the work of the advisory committee with the provost. The college has several financial resources for faculty professional development, attendance at conferences, and departmental grants to explore “big ideas together.” Three full-time faculty and one program assistant/credential analyst form the core of the department staffing. Qualified adjuncts come from local K-12 and district office staff. All three faculty engage in effective teaching, supervision of student teachers, research, professional presentations, and district and school professional development. Faculty are guided to provide caring, knowledgeable candidates who receive weekly supervision in student teaching and extensive feedback. Each recommendation for a credential is organized by the analyst and reviewed by the department chair.

<b>Common Standard 2: Candidate Recruitment and Support</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
Candidates are recruited and supported in all educator preparation programs to ensure their success.	X		
<ul style="list-style-type: none"> <li>The education unit accepts applicants for its educator preparation programs based on clear criteria that include multiple measures of candidate qualifications.</li> </ul>	X		
<ul style="list-style-type: none"> <li>The education unit purposefully recruits and admits candidates to diversify the educator pool in California and provides the support, advice, and assistance to promote their successful entry and retention in the profession.</li> </ul>	X		
<ul style="list-style-type: none"> <li>Appropriate information and personnel are clearly identified and accessible to guide each candidate’s attainment of program requirements.</li> </ul>	X		

<ul style="list-style-type: none"> <li>Evidence regarding progress in meeting competency and performance expectations is consistently used to guide advisement and candidate support efforts. A clearly defined process is in place to identify and support candidates who need additional assistance to meet competencies</li> </ul>	X		
<b>Finding on Common Standard 2: Candidate Recruitment and Support</b>	<b>Met</b>	<b>Met With Concerns</b>	<b>Not Met</b>
	X		
<p><b>Additional information applicable to the standard decision:</b>  The preliminary multiple/single subject programs provide multiple supports for recruiting and supporting teacher candidates. Formal initiatives, both college-wide and in the Education Department, seek to recruit candidates who represent the diversity of the state of California. Once enrolled in the education department, all candidates are advised by a faculty member in the department, while single subject candidates are also advised by a faculty member their content-area.</p> <p>There are several assessments used throughout the preliminary multiple/single subject programs, and these are strategically utilized for advisement and advancement in the program.</p>			

<b>Common Standard 3: Fieldwork and Clinical Practice</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
<ul style="list-style-type: none"> <li>The unit designs and implements a planned sequence of coursework and clinical experiences for candidates to develop and demonstrate the knowledge and skills to educate and support P-12 students in meeting state-adopted content standards.</li> </ul>	X		
<ul style="list-style-type: none"> <li>The unit and its programs offer a high-quality course of study focused on the knowledge and skills expected of beginning educators and grounded in current research on effective practice. Coursework is integrated closely with field experiences to provide candidates with a cohesive and comprehensive program that allows candidates to learn, practice, and demonstrate competencies required of the credential they seek.</li> </ul>	X		
<ul style="list-style-type: none"> <li>The unit and all programs collaborate with their partners regarding the criteria and selection of clinical personnel, site-based supervisors and school sites, as appropriate to the program</li> </ul>	X		
<ul style="list-style-type: none"> <li>Through site-based work and clinical experiences, programs offered by the unit provide candidates with opportunities to both experience issues of diversity that affect school climate and to</li> </ul>	X		

effectively implement research-based strategies for improving teaching and student learning.			
<ul style="list-style-type: none"> <li>Site-based supervisors must be certified and experienced in teaching the specified content or performing the services authorized by the credential.</li> </ul>	X		
<ul style="list-style-type: none"> <li>The process and criteria result in the selection of site-based supervisors who provide effective and knowledgeable support for candidates.</li> </ul>	X		
<ul style="list-style-type: none"> <li>Site-based supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.</li> </ul>	X		
<ul style="list-style-type: none"> <li>All programs effectively implement and evaluate fieldwork and clinical practice.</li> </ul>	X		
<ul style="list-style-type: none"> <li>For each program the unit offers, candidates have significant experience in school settings where the curriculum aligns with California’s adopted content standards and frameworks, and the school reflects the diversity of California’s student and the opportunity to work with the range of students identified in the program standards.</li> </ul>	X		
<b>Finding on Common Standard 3: Fieldwork and Clinical Practice</b>	<b>Met</b>	<b>Met With Concerns</b>	<b>Not Met</b>
	X		
<p><b>Additional information applicable to the standard decision</b></p> <p>The Preliminary Multiple/Single Subject programs have a research-based, systematic process for fieldwork and clinical practice. Candidates complete coursework and fieldwork concurrently, providing them with contextualized learning alongside pedagogy and theory.</p> <p>The programs have long-standing, carefully selected partnerships with local districts and schools to place candidates in fieldwork and clinical practice. Placement schools exhibit the diversity of California and are exemplary in their service to both typical and atypical learners. School district personnel, working with the programs, select field supervisors (district) who are well equipped to mentor candidates in both pedagogy and professionalism.</p>			

<b>Common Standard 4: Continuous Improvement</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
The education unit develops and implements a comprehensive continuous improvement process at both the unit level and within each of its programs that identifies program and unit effectiveness and makes appropriate modifications based on findings.	X		
The education unit and its programs regularly assess their effectiveness in relation to the course of study	X		

offered, fieldwork and clinical practice, and support services for candidates.			
Both the unit and its programs regularly and systematically collect, analyze, and use candidate and program completion data.	X		
The continuous improvement process includes multiple sources of data including 1) the extent to which candidates are prepared to enter professional practice; and 2) feedback from key stakeholders such as employers and community partners about the quality of the preparation.	X		
<b>Finding on Common Standard 4: Continuous Improvement</b>	<b>Met</b>	<b>Met With Concerns</b>	<b>Not Met</b>
	X		
<b>Additional information applicable to the standard decision</b>			
The faculty review California TPA data and Commission on Teacher Credential survey reports based on candidates' responses when applying for a credential. The College's Six-Year Program Review report includes evidence and analysis of student learning, alumni satisfaction, and curriculum. The department also keeps information on employment.			
Faculty in the multiple/single subject programs meet regularly to review data from these measures and to assess both candidate growth and program effectiveness. In addition, program faculty review yearly results from the CTC exit survey. These reviews inform program design, adjustments in instruction and future candidate support.			

<b>Common Standard 5: Program Impact</b>			
<b>Components</b>	<b>Consistently</b>	<b>Inconsistently</b>	<b>Not Evidenced</b>
The institution ensures that candidates preparing to serve as professional school personnel know and demonstrate knowledge and skills necessary to educate and support effectively all students in meeting state adopted academic standards. Assessments indicate that candidates meet the Commission adopted competency requirements as specified in the program standards.	X		
The unit and its programs evaluate and demonstrate that they are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.	X		
<b>Finding on Common Standard 5: Program Impact</b>	<b>Met</b>	<b>Met With Concerns</b>	<b>Not Met</b>
	X		

### **Additional information applicable to the standard decision**

Westmont ensures that candidates demonstrate the knowledge and skills necessary to educate and support all students in meeting state adopted academic standards. The assessments and data reviewed at the site visit indicate that the candidates are competent and successful in meeting the Commission adopted program standards.

The Preliminary Multiple/Single Subject programs assess candidates using embedded assessments throughout the program. The Teacher Performance Expectations (TPEs) are introduced, practiced, and, subsequently, assessed, with increasing complexity throughout the program. In clinical practice, candidates are evaluated for implementation of the TPEs, including those that are content-specific.

During full-time semester long student teaching, candidates are visited weekly by a faculty member and a college supervisor on alternate weeks. Supervision notes and a semester long record of each observation and students' reflection commentary are retained for each candidate. The Education Department faculty and credential analyst have an organized system of forms, procedures, and formative and summative assessments to ensure candidates know content and have pedagogical skills that embody in-depth awareness of the transformative role of a caring, competent teacher. Interviews with school site personnel and the advisory board provided examples to support their involvement in the assessment and continuous improvement of the department's preparation of candidates who are described by interviewees as mature, emotionally intelligent and accountable.

Evidence reviewed plus interviews with advisory board members, district employed supervisors, and district personnel indicate that the unit and its programs are having a positive impact on candidate learning and competence and on teaching and learning in schools that serve California's students.

While the number of candidates from Westmont in the exit survey from CTC were below 10, the Westmont faculty provided examples of how their assessment data indicates candidates' strong demonstration of content knowledge and pedagogical knowledge within the framework of Common Core Subject Matter Standards and Next Generation Science standards which has resulted in a positive impact on the P/K-12 community as stated in interviews.

### **INSTITUTION SUMMARY**

The Westmont College Education Department provides a cohesive, well designed program to develop multiple/single subject teachers for the field. The College's support for the Education Department is evident, and this same support is reflected in the Education Department for their candidates.

As this is the first year of implementation for the new TPEs, the program has designed a matrix for their implementation and will continue to refine their system for delivery. Clear communication is a hallmark of the program both internally (department and college) and externally (P-12 partners and the local educational community). The program exhibits a clear commitment to provide thorough preparation to their candidates regarding the TPEs as well as professional dispositions.

A true partnership and deep commitment to their P-12 school community enables the program to garner the “real world” experiences that they seek to provide their candidates. The benefit to the P-12 local school community is clear in interviews with stakeholders and school partners. Employers consistently spoke of their desire to hire Westmont program completers because of their commitment to the “whole child”. District employed supervisors stated in interviews that they preferred to host Westmont candidates for student teaching because it positively impacted their own instructional design and practices, as well as promoted growth in their P-12 students. As one school partner stated, Westmont is “a pillar of hope in our community.”